

SS Content Standard Civics and Government A - Rights, Responsibilities, and Participation**LAA Rubric Level 1**

Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
Portfolio contains evidence that: A1. Student can follow a minimum of two classroom rules.	Portfolio contains evidence that: A1. Student can practice 3 or more classroom rules and assume one assigned classroom responsibility.	Portfolio contains evidence that: A1. Student can participate in a process to establish classroom rules, practice 3 or more of them, and assume at least two classroom responsibilities.	Portfolio contains evidence that: A1. Student can identify and practice classroom rights and responsibilities.	Students will be able to: A1. Identify and practice classroom rights and responsibilities.

Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Portfolio contains evidence that:</p> <p>A1. Student can describe/demonstrate understanding of one student right within the school (ex. to be safe).</p> <p>A2. Student can identify two or more responsibilities of democratic society (ex., voting, to obey laws, to respect the rights of others).</p> <p>A3. Student can identify two or more functions of government at school (ex. keep students safe, make rules, provide education).</p>	<p>Portfolio contains evidence that:</p> <p>A1. Student can describe/demonstrate understanding of two individual rights he/she has within the school (e.g., to be safe).</p> <p>A2. Student can describe/demonstrate understanding of one responsibility of democratic society (ex. voting, to obey laws, to respect the rights of others).</p> <p>A3. Student can identify at least one function of government at school and one function of government at the local level (ex., safety, maintenance of roads, tax collection).</p>	<p>Portfolio contains evidence that:</p> <p>A1. Student can identify two important individual rights (e.g., freedom of religion, speech, ownership of property) that people have in the United States.</p> <p>A2. Student can describe/demonstrate why at least two responsibilities of democratic society are important.</p> <p>A3. Student can identify at least two functions of government at each of three levels, school, local, and state (ex., making laws, collecting taxes, providing courts).</p>	<p>Portfolio contains evidence that:</p> <p>A1. Student can identify three or more important individual rights (e.g., freedom of religion, speech, ownership of property) that people have in the United States.</p> <p>A2. Student can describe/demonstrate why three or more responsibilities of democratic society are important.</p> <p>A3. Student can identify three or more functions of government at each of three levels, school, local and state.</p>	<p>Students will be able to:</p> <p>A1. Identify important individual rights (e.g., freedom of religion, speech, ownership of property).</p> <p>A2. Explain why certain responsibilities of democratic society are important.</p> <p>A3. Identify the functions of government at school, locally, and at the state level.</p>

SS Content Standard Civics and Government B - Purpose and Types of Government**LAA Rubric Level 1**

Students will understand the types and purposes of governments, their evolution, and their relationships with the governed.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
Portfolio contains evidence that: B1. Student can identify the person(s) in charge of a particular group.	Portfolio contains evidence that: B1. Student can describe/demonstrate understanding of the role of a leader.	Portfolio contains evidence that: B1. Student can demonstrate knowledge that all nations have leaders.	Portfolio contains evidence that: B1. Student can demonstrate knowledge that all nations have governments.	Students will be able to: B1. Understand that all nations have governments.

SS Content Standard Civics and Government B - Purpose and Types of Government**LAA Rubric Level 2**

Students will understand the types and purposes of governments, their evolution, and their relationships with the governed.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
Portfolio contains evidence that: B1. Student can identify two functions of government. B2. Student can identify at two or more basic parts of his/her local government (School Board, Board of Selectmen, Town Manager, Budget Committee, City Council, etc.).	Portfolio contains evidence that: B1. Student can identify three or more functions of government (e.g., law and order, defense, roads, schools). B2. Student can identify at least one basic part of his/her local government (School Board, Board of Selectmen, Town Manager, Budget Committee, City Council, etc.) and demonstrate understanding of its function.	Portfolio contains evidence that: B1. Student can identify three or more functions of government (e.g., law and order, defense, roads, schools) and describe/demonstrate understanding of one. B2. Student can describe/demonstrate understanding of at least one part of the basic structure of state government (ex., 3 branches: executive, legislative, judicial).	Portfolio contains evidence that: B1. Student can describe why we need governments (e.g., law and order, defense, roads, schools) by explaining/demonstrating how two or more of its functions affect the life of citizens. B2. Student can describe/demonstrate understanding of the basic structure of local and state governments (ex., 3 branches: executive, legislative, judicial).	Students will be able to: B1. Describe why we need governments (e.g., law and order, defense, roads, and schools). B2. Describe the basic structure of local and state governments.

Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
Portfolio contains evidence that: C1. Student can identify and follow one or more classroom/school rules.	Portfolio contains evidence that: C1. Student can identify a law that affects the local community.	Portfolio contains evidence that: C1. Student can demonstrate understanding that the state has a constitution by naming two components of it.	Portfolio contains evidence that: C1. Student can demonstrate understanding that the United States has a constitution by naming two or more components of the United States Constitution.	Students will be able to: C1. Understand that the United States has a constitution.

Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
Portfolio contains evidence that: C1. Student can identify two individual rights protected by the Constitution.	Portfolio contains evidence that: C1. Student can identify three individual rights protected by the Constitution.	Portfolio contains evidence that: C1. Student can identify four or more individual rights protected by the Constitution.	Portfolio contains evidence that: C1. Student can explain how the Constitution protects individual rights (e.g., Bill of Rights).	Students will be able to: C1. Explain how the Constitution protects individual rights (e.g., Bill of Rights).

SS Content Standard Civics and Government D - International Relations**LAA Rubric Level 1**

Students will understand the political relationships among the United States and other nations.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
Portfolio contains evidence that: D1. Student can participate in traditions and practices that are different from those of the United States.	Portfolio contains evidence that: D1. Student can identify a tradition or practice that is different from those in the United States.	Portfolio contains evidence that: D1. Student can recognize/describe traditions and practices from two nations other than the United States.	Portfolio contains evidence that: D1. Student can recognize/describe traditions and practices from three or more nations other than the United States.	Students will be able to: D1. Recognize that there are other nations with different traditions and practices.

Students will understand the political relationships among the United States and other nations.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
<p>Portfolio contains evidence that:</p> <p>D1. Student can identify an example of how the United States interacts with other countries.</p> <p>D2. Student can compare one component of a foreign culture to the same cultural component in the United States (ex., government, art, resources).</p>	<p>Portfolio contains evidence that:</p> <p>D1. Student can identify two examples of how the United States interacts with other countries.</p> <p>D2. Student can compare two components of a foreign culture to the same cultural components in the United States (ex., government, art, resources).</p>	<p>Portfolio contains evidence that:</p> <p>D1. Student can identify three examples of how the United States interacts with other countries.</p> <p>D2. Student can compare three components of a foreign culture to the same cultural components in the United States (ex., government, art, resources).</p>	<p>Portfolio contains evidence that:</p> <p>D1. Student can identify four or more examples of how the United States interacts with other countries.</p> <p>D2. Student can compare four or more components of a foreign culture to the same cultural components in the United States, including an analysis of how decisions are made.</p>	<p>Students will be able to:</p> <p>D1. Identify examples of how the United States interacts with other countries (e.g., trade, treaties).</p> <p>D2. Compare a foreign culture to that of the United States. Include an analysis of how decisions are made.</p>

Students will use the chronology of history and major eras to demonstrate the relationships of events and people.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Portfolio contains evidence that:</p> <p>A1. Student can repeatedly and accurately identify one individual or family experience, given a choice of two or more.</p> <p>A2. Student can identify one way in which two individual or family experiences were alike.</p>	<p>Portfolio contains evidence that:</p> <p>A1. Student can repeatedly match two or more individual or family experiences to the setting in which they occurred.</p> <p>A2. Student can identify one way in which two individual or family events were alike and one way in which they were different.</p>	<p>Portfolio contains evidence that:</p> <p>A1. Student can place three individual and/or family experiences in appropriate sequence.</p> <p>A2. Student can identify at least two ways in which two individual or family events were alike and one way in which they were different.</p>	<p>Portfolio contains evidence that:</p> <p>A1. Student can place more than three individual and/or family experiences in appropriate sequence.</p> <p>A2. Student can identify at least two ways in which two individual or family events were alike, and two ways in which they were different.</p>	<p>Students will be able to:</p> <p>A1. Place individual and family experiences in historical time and place.</p> <p>A2. Distinguish similarities and differences among historical events.</p>

Students will use the chronology of history and major eras to demonstrate the relationships of events and people.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Portfolio contains evidence that:</p> <p>A1. Student can identify two individuals who have made significant contributions to society in different eras, and match them to their contributions.</p> <p>A2. Student can place in chronological order three significant events, groups, or people in the history of Maine.</p>	<p>Portfolio contains evidence that:</p> <p>A1. Student can identify two individuals who have made significant contributions to society in different eras, and describe/demonstrate knowledge of those contributions.</p> <p>A2. Student can place in chronological order three significant events, groups, or people in the history of Maine.</p>	<p>Portfolio contains evidence that:</p> <p>A1. Student can identify similarities or differences in the characteristics of individuals who have made significant contributions to society in different eras.</p> <p>A2. Student can place in chronological order four events, groups or people in the history of Maine.</p>	<p>Portfolio contains evidence that:</p> <p>A1. Student can identify similarities and differences in the characteristics of individuals who have made significant contributions to society in different eras.</p> <p>A2. Student can place in chronological order events, groups, and people in the history of Maine (total of 4 or more items placed, with at least one from each category).</p>	<p>Students will be able to:</p> <p>A1. Identify similarities and differences in the characteristics of individuals who have made significant contributions to society in different eras.</p> <p>A2. Place in chronological order, significant events, groups, and people in the history of Maine.</p>

SS Content Standard History B - Historical Knowledge, Concepts, and Patterns**LAA Rubric Level 1**

Students will develop historical knowledge of major events, people, and enduring themes in the United States, Maine, and throughout history.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
Portfolio contains evidence that: B1. Student can repeatedly and accurately identify two or more of the daily activities of his/her family. B2. Student can participate in customs which originated in places around the world.	Portfolio contains evidence that: B1. Student can repeatedly and accurately match two or more pictures of people engaged in daily activities from a historical period, to daily activities in which he/she is involved. B2. Student can draw, describe, or otherwise demonstrate knowledge of a custom or belief.	Portfolio contains evidence that: B1. Student can match pictures of people engaged in three or more similar daily activities, from two different historical periods (ex., colonial era person cooking/modern day person cooking). B2. Student can draw, describe, or otherwise demonstrate knowledge of one custom or belief that originated in a place around the world other than the United States.	Portfolio contains evidence that: B1. Student can describe/demonstrate understanding of three or more similarities between families now and in the past, including aspects of daily life. B2. Student can draw, describe, or otherwise demonstrate knowledge of two or more customs or beliefs that originated in places around the world other than the United States.	Students will be able to: B1. Demonstrate an understanding of the similarities between families now and in the past, including daily life today and in other times. B2. Demonstrate an understanding of cultural origins of customs and beliefs in several places around the world.

SS Content Standard History B - Historical Knowledge, Concepts, and Patterns**LAA Rubric Level 2**

Students will develop historical knowledge of major events, people, and enduring themes in the United States, Maine, and throughout history.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
Portfolio contains evidence that: B1. Student can describe or otherwise demonstrate understanding of one event in his/her life and one event occurring in the community. B2. Student can describe/demonstrate awareness of a major historical event <u>or</u> person in United States or Maine history.	Portfolio contains evidence that: B1. Student can describe or otherwise demonstrate one similarity between one life event and one community event. B2. Student can describe/demonstrate awareness of at least one major historical event or person <u>and</u> a person in United States or Maine history.	Portfolio contains evidence that: B1. Student can make connections between and among two events in his/her life and those occurring in the community. B2. Student can describe/demonstrate awareness of three major events and people in United States <u>or</u> Maine history.	Portfolio contains evidence that: B1. Student can make connections between and among three or more events in his/her life and those occurring in the community. B2. Student can describe/demonstrate awareness of four or more major events and people in United States <u>and</u> Maine history.	Students will be able to: B1. Make connections between and among events in their personal lives and those occurring in the community. B2. Demonstrate an awareness of major events and people in United States and Maine history: *Who lives here? and how did they get here? (immigrants, demographics, ethnic and religious groups) *Important people in United States and Maine history *Different kinds of communities in Maine, the United States, and selected world regions.

SS Content Standard History C - Historical Inquiry, Analysis, and Interpretation**LAA Rubric Level 1**

Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
Portfolio contains evidence that: C1. Given a group of two or more artifacts, student can sort them into groups of past and present (ex., quill pen, ballpoint pen).	Portfolio contains evidence that: C1. Student can describe, draw, or otherwise demonstrate understanding of the use of at least one given artifact.	Portfolio contains evidence that: C1. Given artifacts and documents from the past, student can list ways in which they might have been used.	Portfolio contains evidence that: C1. Student can use artifacts and documents to gather information about the past.	Students will be able to: C1. Use artifacts and documents to gather information about the past.

SS Content Standard History C - Historical Inquiry, Analysis, and Interpretation**LAA Rubric Level 2**

Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
Portfolio contains evidence that: C1. Student can identify changes currently occurring in his/her daily life.	Portfolio contains evidence that: C1. Student can identify changes in daily life which have occurred during his/her lifetime.	Portfolio contains evidence that: C1. Student can identify changes currently occurring in his/her daily life and a change in daily life during a time in history.	Portfolio contains evidence that: C1. Student can identify changes currently occurring in his/her daily life and make at least two comparisons between these and changes in daily life during a specific historic era.	Students will be able to: C1. Identify changes currently occurring in their daily lives and compare these to changes in daily life during a specific historic era.

SS Content Standard Geography A - Skills and Tools**LAA Rubric Level 1**

Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
Portfolio contains evidence that: A1. Student can use visuals to locate areas/objects in the classroom (ex., symbol on paper matching symbol on bookcase).	Portfolio contains evidence that: A1. Student can use visuals to locate areas or objects within the school environment.	Portfolio contains evidence that: A1. Student can use maps and other visuals to describe geographic locations, directions, size and shape.	Portfolio contains evidence that: A1. Student can use and construct maps and other visuals to describe geographic locations, direction, size, and shape.	Students will be able to: A1. Use and construct maps and other visuals to describe geographic location, direction, size, and shape.

SS Content Standard Geography A - Skills and Tools**LAA Rubric Level 2**

Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
Portfolio contains evidence that: A1. Student can construct/arrange a map of Maine, the United States, or a region of the world and identify places on it. A2. Student can locate his/her town and two or more other places on a map of Maine.	Portfolio contains evidence that: A1. Student can construct a map of Maine, the United States, or a region of the world and name three or more geographical features on the map (ex., put together a puzzle of Maine and identify mountains and lakes on it). A2. Student can locate his/her town and three or more major cities in Maine on a map.	Portfolio contains evidence that: A1. Student can construct maps of Maine, the United States, and/or regions of the world and compare them to interpret geographical features (ex., construct relief maps of two places and compare features like mountains and rivers). A2. Student can locate major United States cities on a map and identify one reason why they emerged in their particular regions.	Portfolio contains evidence that: A1. Student can construct and compare maps of Maine, the United States, and regions of the world to interpret geographical features and draw conclusions about physical patterns. A2. Student can locate major cities of the world and discuss/demonstrate why they emerged in that particular region.	Students will be able to: A1. Construct and compare maps of Maine, the United States, and regions of the world to interpret geographical features and draw conclusions about physical patterns. A2. Locate major cities of the world and discuss why they emerged in that particular region.

SS Content Standard Geography B - Human Interaction with Environments**LAA Rubric Level 1**

Students will understand and analyze the relationships among people and their physical environment.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
Portfolio contains evidence that: B1. Given three pictures, the student can identify the two that represent things found in the classroom.	Portfolio contains evidence that: B1. Student can identify two human or two physical characteristics of the immediate environment.	Portfolio contains evidence that: B1. Student can list two or more human and two or more physical characteristics of the immediate environment.	Portfolio contains evidence that: B1. Student can describe the three or more human and three or more physical characteristics of the immediate environment.	Students will be able to: B1. Describe the human and physical characteristics of the immediate environment.

Students will understand and analyze the relationships among people and their physical environment.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Portfolio contains evidence that:</p> <p>B1. Student can identify two or more communities with many people and two or more communities with few people.</p> <p>B2. Student can describe/demonstrate knowledge of one way in which a community reflects the backgrounds of its inhabitants (ex., ethnic foods available in local markets, variety of places of worship).</p> <p>B3. Student can give examples of human activities in the local community that are supported by the physical environment.</p>	<p>Portfolio contains evidence that:</p> <p>B1. Student can identify two or more communities that have many people and two or more communities that have few people, and identify one difference among them.</p> <p>B2. Student can identify one way in which his/her community reflects the backgrounds of its inhabitants and give two reasons why.</p> <p>B3. Student can give examples of human activities in the local community that are supported by the physical environment, and explain/demonstrate what about the physical environment supports the activities.</p>	<p>Portfolio contains evidence that:</p> <p>B1. Student can list reasons why some communities have many people and others have few people.</p> <p>B2. Student can identify two ways in which his/her community reflects the backgrounds of its inhabitants and give two reasons why.</p> <p>B3. Student can identify and explain/demonstrate why a particular human activity that can occur in the local community is not possible in another community because of the physical environment.</p>	<p>Portfolio contains evidence that:</p> <p>B1. Student can explain/demonstrate reasons why people would want to live in a particular area, and relate their reasons to the population of the area.</p> <p>B2. Student can explain/demonstrate three or more ways in which communities reflect the backgrounds of their inhabitants.</p> <p>B3. Student can use a variety of materials and geographic tools to explain/demonstrate how the physical environment supports and constrains human activities (ex., activities in the local community).</p>	<p>Students will be able to:</p> <p>B1. Demonstrate an understanding of why certain areas of the world are more densely populated than others.</p> <p>B2. Explain ways in which communities reflect the backgrounds of their inhabitants.</p> <p>B3. Use a variety of materials and geographic tools to explain how the physical environment supports and constrains human activities.</p>

SS Content Standard Economics A - Personal and Consumer Economics**LAA Rubric Level 1**

Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
Portfolio contains evidence that: A1. Student can identify at least two goods or services that they use in their daily lives.	Portfolio contains evidence that: A1. Student can identify two goods and two services that they use in their daily lives.	Portfolio contains evidence that: A1. Given examples of goods and services, student can sort them appropriately into the two categories.	Portfolio contains evidence that: A1. Student can give at least two examples of goods and at least two examples of services.	Students will be able to: A1. Identify goods and services, giving examples.

SS Content Standard Economics A - Personal and Consumer Economics**LAA Rubric Level 2**

Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
Portfolio contains evidence that: A1. Student can describe/demonstrate knowledge of the difference between barter and money. A2. Student can explain/demonstrate knowledge of the meaning of "plentiful" and "scarce".	Portfolio contains evidence that: A1. Student can identify three things people must use money to get, and two things for which people might barter. A2. Given a list of four or more resources, student can sort them into those that are plentiful and those that are scarce.	Portfolio contains evidence that: A1. Given a group of six or more items, the student can sort them into two groups: those that would be purchased with money, and those that could be acquired through barter. A2. Student can list resources, either plentiful or scarce that impact him/her personally.	Portfolio contains evidence that: A1. Student can describe/demonstrate knowledge of barter and money and how each is used in the exchange of resources, goods, and services. A2. Student can list resources that impact him/her personally and identify a situation in which he/she made a decision about the use of scarce resources.	Students will be able to: A1. Describe barter and money and how each is used in the exchange of resources, goods, and services. A2. Identify a situation in which a personal decision is made about the use of scarce resources (e.g., deciding to use allowance to go to the movies instead of buying a gift for a family member).

SS Content Standard Economics B - Economic Systems of the United States**LAA Rubric Level 1**

Students will understand the economic system of the United States, including its principles, development, and institutions.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
Portfolio contains evidence that: B1. Student can identify at least three products that he/she uses in his/her daily life.	Portfolio contains evidence that: B1. Student can match at least three products with their consumers.	Portfolio contains evidence that: B1. Student can, given four or more pictures, sort them into two groups, consumers and products.	Portfolio contains evidence that: B1. Student can draw, describe, or otherwise explain the terms consumer and product.	Students will be able to: B1. Explain the terms consumer and product.

SS Content Standard Economics B - Economic Systems of the United States

LAA Rubric Level 2

Students will understand the economic system of the United States, including its principles, development, and institutions.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
<p>Portfolio contains evidence that:</p> <p>B1. Given examples of multiple products, students can identify those produced.</p>	<p>Portfolio contains evidence that:</p> <p>B1. Student can provide examples of at least three items produced in the United States.</p>	<p>Portfolio contains evidence that:</p> <p>B1. Student can identify three products produced in the United States and describe/demonstrate how they're produced <u>or</u> for whom they are produced.</p>	<p>Portfolio contains evidence that:</p> <p>B1. Student can demonstrate his/her understanding of the three basic economic questions all economic systems must answer by identifying three products produced in the United States, describing/demonstrating how they're produced, <u>and</u> identifying for whom they are produced.</p>	<p>Students will be able to:</p> <p>B1. Identify the three basic economic questions all economic systems must answer: What to produce? how? and for whom?</p>
<p>B2. Student can provide three or more facts about the Maine economy.</p>	<p>B2. Student can provide a fact about the Maine economy and explain how it affects his/her family.</p>	<p>B2. Student can explain/demonstrate how the economy of Maine affects his/her family and community.</p>	<p>B2. Student can explain/demonstrate how the economy of Maine affects families and communities.</p>	<p>B2. Explain how the economy of Maine affects families and communities.</p>

Students will analyze how different economic systems function and change over time.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
Portfolio contains evidence that:	Portfolio contains evidence that:	Portfolio contains evidence that:	Portfolio contains evidence that:	Students will be able to:
<p>There are no Performance Indicators for this Content Standard at this level.</p>				

Students will analyze how different economic systems function and change over time.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
Portfolio contains evidence that: C1. Student can explain how one selected culture or country meets basic human needs (ex., food, clothing, shelter)	Portfolio contains evidence that: C1. Student can explain how two selected cultures or countries meet basic human needs (ex., food, clothing, shelter)	Portfolio contains evidence that: C1. Student can explain how three selected cultures or countries meet basic human needs (ex., food, clothing, shelter)	Portfolio contains evidence that: C1. Student can explain how four or more selected cultures or countries meet basic human needs (ex., food, clothing, shelter)	Students will be able to: C1. Explain how selected cultures or countries meet basic human needs.

Students will understand the patterns and results of international trade.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
Portfolio contains evidence that: D1. Student can match a product used in the classroom to the person/place it comes from in the school (ex., band-aid/nurse, book/library).	Portfolio contains evidence that: D1. Student can explain where one product comes from and how to use it.	Portfolio contains evidence that: D1. Student can explain where two different products come from and how to use them.	Portfolio contains evidence that: D1. Student can explain where three different products come from and how to use them.	Students will be able to: D1. Explain where products come from and how to use them.

Students will understand the patterns and results of international trade.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
Portfolio contains evidence that: D1. Student can explain/demonstrate the meaning of economic interdependence and trade.	Portfolio contains evidence that: D1. Student can use one example to describe/demonstrate how the exchange of goods and services helps to create economic interdependence.	Portfolio contains evidence that: D1. Student can, using two examples, describe/demonstrate how the exchange of goods and services helps to create economic interdependence between people in different places and countries.	Portfolio contains evidence that: D1. Student can, using three or more examples, describe/demonstrate how the exchange of goods and services helps to create economic interdependence between people in different places and countries.	Students will be able to: D1. Describe, with examples, how the exchange of goods and services helps to create economic interdependence between people in different places and countries.

SS Content Standard Civics and Government A - Rights, Responsibilities, and Participation**LAA Rubric Level 3**

Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard A, Rights, Responsibilities, and Participation, at LAA Rubric Level 3.	Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard A, Rights, Responsibilities, and Participation, at LAA Rubric Level 3.	Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard A, Rights, Responsibilities, and Participation, at LAA Rubric Level 3.	Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Civics and Government, Content Standard A, Rights, Responsibilities, and Participation, at LAA Rubric Level 3. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.	<i>Students will be able to:</i> <ol style="list-style-type: none">1. Identify the characteristics of an effective citizen.2. Evaluate and defend positions on current issues regarding individual rights and judicial protection.3. Describe and analyze the process by which a proposed law is adopted, including the role of governmental and non-governmental influences.4. Identify ways in which citizens in a pluralistic society manage differences of opinion on public policy issues.5. Explain the functions of and relationships among local, state, and national governments.
The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.	The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.	The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.	The LAA contains evidence that the student has met the standards for Rights, Responsibilities, and Participation at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.	

SS Content Standard Civics and Government A - Rights, Responsibilities, and Participation

LAA Rubric Level 4

Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard A, Rights, Responsibilities, and Participation,, at LAA Rubric Level 4.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard A, Rights, Responsibilities, and Participation, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard A, Rights, Responsibilities, and Participation, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Civics and Government, Content Standard A, Rights, Responsibilities, and Participation, at LAA Rubric Level 4. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p> <p>The LAA contains evidence that the student has met the standards for Rights, Responsibilities, and Participation at this Rubric Level.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Develop and defend a position on a public policy issue within our democracy. 2. Assess the reasons why participation of an attentive, knowledgeable, and competent citizenry is important to constitutional democracy, using examples from personal or historical experience. 3. Describe the circumstances under which civil disobedience might be justified. 4. Demonstrate an understanding of the processes of voter registration and voter participation.

SS Content Standard Civics and Government B - Purpose and Types of Government

LAA Rubric Level 3

Students will understand the types and purposes of governments, their evolution, and their relationships with the governed.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard B, Purpose and Types of Government, LAA Rubric Level 3.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard B, Purpose and Types of Government, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard B, Purpose and Types of Government, a, and Participation, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Civics and Government, Content Standard B, Purpose and Types of Government, at LAA Rubric Level 3. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p> <p>The LAA contains evidence that the student has met the standards for Purpose and Types of Government at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Compare leadership and civil rights in our democracy to their status under an authoritarian type of government. 2. Compare and contrast the structures of local, state, and national government. 3. Contrast the roles of local, state, and national governments by investigating, evaluating, and debating a current civic issue. 4. Identify key representatives in legislative branches and the heads of executive and judicial branches in Maine and in the United States government. 5. Assess competing ideas about the purposes government should serve (e.g., individual rights versus collective rights). 6. Explain the history and functions of Maine state government including the Constitution of Maine.

SS Content Standard Civics and Government B - Purpose and Types of Government**LAA Rubric Level 4**

Students will understand the types and purposes of governments, their evolution, and their relationships with the governed.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard B, Purpose and Types of Government, at LAA Rubric Level 4.	Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard B, Purpose and Types of Government, at LAA Rubric Level 4.	Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard B, Purpose and Types of Government, at LAA Rubric Level 4.	Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Civics and Government, Content Standard B, Purpose and Types of Government, at LAA Rubric Level 4. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.	<i>Students will be able to:</i> 1. Compare and contrast the purpose and the structure of the United States government with other governments (parliamentary, dictatorship, monarchy) with respect to ideology, values, and histories. 2. Assess the different jurisdictions and roles of local, state, and federal government s in relation to an important public policy issue. 3. Analyze the major arguments for and against representative government as distinguished from direct democracy. 4. Assess the tension between the public's need for government services and the varying availability of revenue through taxes at the local, state, and federal levels. 5. Evaluate the role of the media and public opinion in United States politics, including ways the government and media influence public opinion.
The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.	The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.	The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.	The LAA contains evidence that the student has met the standards for Purpose and Types of Government at this Rubric Level.	

SS Content Standard Civics and Government C - Fundamental Principles of Government and Constitutions
LAA Rubric Level 3

Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard C, Fundamental Principles of Government and Constitutions, LAA Rubric Level 3.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard C, Fundamental Principles of Government and Constitutions, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard C, Fundamental Principles of Government and Constitutions, and Participation, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Civics and Government, Content Standard C, Fundamental Principles of Government and Constitutions, at LAA Rubric Level 3. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p> <p>The LAA contains evidence that the student has met the standards for Fundamental Principles of Government and Constitutions at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Explain the meaning and importance of fundamental principles of American constitutional democracy (e.g., popular sovereignty, rule of law, three branches of government, representative institutions, shared powers, checks and balance, and separation of church and state). 2. Examine civil rights, liberties, and responsibilities established in the United States Constitution and Bill of Rights. 3. Take and defend positions on current issues involving the constitutional practice of individual rights (e.g., freedom of speech, separations of church and state). 4. Explain the importance, in a pluralistic society, of having certain shared political values and principles.

SS Content Standard Civics and Government C - Fundamental Principles of Government and Constitutions**LAA Rubric Level 4**

Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard C, Fundamental Principles of Government and Constitutions, at LAA Rubric Level 4. The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.	Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard C, Fundamental Principles of Government and Constitutions, at LAA Rubric Level 4. The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.	Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard C, Fundamental Principles of Government and Constitutions, at LAA Rubric Level 4. The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.	Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Civics and Government, Content Standard C, Fundamental Principles of Government and Constitutions, at LAA Rubric Level 4. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else. The LAA contains evidence that the student has met the standards for Fundamental Principles of Government and Constitutions at this Rubric Level.	<i>Students will be able to:</i> <ol style="list-style-type: none">1. Explain the historical foundations of constitutional government in the United States (e.g., Magna Carta, Roman Republic, colonial experience, Declaration of Independence, Articles of Confederation, Constitution of the United States).2. Evaluate the Federalist and anti-Federalist positions on the ratification of the Constitution in light of historical developments.3. Evaluate the effectiveness of the Constitution as a vehicle for change.4. Demonstrate an understanding of the meaning and importance of traditional democratic assumptions such as individual rights, the common good, self-government, justice, equality, and patriotism.5. Demonstrate how the United States Constitution uses checks and balances in order to prevent the abuse of power (e.g., Marbury vs. Madison, Gulf of Tonkin Resolution, Watergate).6. Evaluate, take, and defend positions on current issues regarding judicial protection and individual rights.7. Examine civil rights issues related to well-known Supreme Court decisions.

SS Content Standard Civics and Government D - International Relations**LAA Rubric Level 3**

Students will understand the political relationships among the United States and other nations.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard D, International Relations, LAA Rubric Level 3.	Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard D, International Relations, at LAA Rubric Level 3.	Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard D, International Relations, and Participation, at LAA Rubric Level 3.	Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Civics and Government, Content Standard D, International Relations, at LAA Rubric Level 3. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.	<i>Students will be able to:</i> 1. Explain the foreign policy powers which the Constitution gives to the branches of government. 2. Assess the ways in which the United States government has attempted to resolve an international problem (e.g., Vietnam, Northern Ireland, World War II). 3. Explain the reasons for alliances with some nations against others (e.g., with France during the American Revolution, with the Allied Powers in World War II, NATO).
The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.	The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.	The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.	The LAA contains evidence that the student has met the standards for International Relations at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.	

SS Content Standard Civics and Government D - International Relations**LAA Rubric Level 4**

Students will understand the political relationships among the United States and other nations.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard D, International Relations, at LAA Rubric Level 4.	Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard D, International Relations, at LAA Rubric Level 4.	Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard D, International Relations, at LAA Rubric Level 4.	Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Civics and Government, Content Standard D, International Relations, at LAA Rubric Level 4. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.	<i>Students will be able to:</i> 1. Analyze the processes used to develop foreign policy. 2. Trace the development of a current major world event and predict the possible outcomes (e.g., population, global warming). 3. Demonstrate how domestic policy may impose constraints or obligations on United States actions in the world, using current examples. 4. Evaluate the benefits and difficulties of international cooperation, using specific examples.
The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.	The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.	The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.	The LAA contains evidence that the student has met the standards for International Relations at this Rubric Level.	

SS Content Standard History A - Chronology LAA Rubric Level 3

SS Content Standard History A - Chronology LAA Rubric Level 3

Students will use the chronology of history and major eras to demonstrate the relationships of events and people.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for History, Content Standard A, Chronology, at LAA Rubric Level 3.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for History, Content Standard A, Chronology, at LAA Rubric Level 3.</p>	<p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for History, Content Standard A, Chronology, at LAA Rubric Level 3.</p>	<p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for History, Content Standard A, Chronology, at LAA Rubric Level 3. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Describe the effects of historical changes on daily life 2. Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations. 3. Trace simultaneous events in various parts of the world during a specific era.
<p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>The LAA contains evidence that the student has met the standards for History, Content Standard A, Chronology at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p>	

SS Content Standard History A - Chronology**LAA Rubric Level 4**

Students will use the chronology of history and major eras to demonstrate the relationships of events and people.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for History, Content Standard A, Chronology, at LAA Rubric Level 4.	Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for History, Content Standard A, Chronology, at LAA Rubric Level 4.	Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for History, Content Standard A, Chronology, at LAA Rubric Level 4.	Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for History, Content Standard A, Chronology, at LAA Rubric Level 4. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.	<p><i>Students will be able to:</i></p> <p>1. Identify and analyze major events and people that characterize each of the significant eras in the United States and world history. (See suggested eras below).</p> <p><u>Eras in United States History</u> The Americas to 1600 The Colonial Era, 1500-1754 The Revolutionary Era, 1754-1783 Nation Building, 1783-1815 The Expanding Nation, 1815-1850 Civil War and Reconstruction, 1850-1877 Development of the Industrial United States, 1865-1914 The Progressive Era, 1890-1914 Emergence of the United States as a World Power, 1890-1920 The '20s: Prosperity and Problems Depression and the New Deal, 1929-1941 World War II and Post War United States, 1939-1961 Contemporary United States, 1961-Present</p> <p><u>Eras in World History</u> Emergence of Civilization to 1000 B.C. The Classical Civilizations of the Mediterranean Basin, India, and China, 1000 BC-600 AD The Expansion and Interaction of Civilizations, 600 AD-1450 AD The Early Modern World, 1450-1800 The World in the Nineteenth Century The World in the Contemporary Era</p>
The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.	The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.	The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.	The LAA contains evidence that the student has met the standards for History, Content Standard A, Chronology at this Rubric Level.	

SS Content Standard History B - Historical Knowledge, Concepts, and Patterns**LAA Rubric Level 3**

Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for History, Content Standard B Historical Knowledge, Concepts, and Patterns, at LAA Rubric Level 3. The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.	Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for History, Content Standard B Historical Knowledge, Concepts, and Patterns, at LAA Rubric Level 3. The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.	Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for History, Content Standard B Historical Knowledge, Concepts, and Patterns, at LAA Rubric Level 3. The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.	Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for History, Content Standard B Historical Knowledge, Concepts, and Patterns, at LAA Rubric Level 3. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else. The LAA contains evidence that the student has met the standards for Historical Knowledge, Concepts, and Patterns at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.	<i>Students will be able to:</i> 1. Demonstrate an understanding of the causes and effects of major events in United States history and the connections to Maine history with an emphasis on events up to 1877, including but not limited to: <ul style="list-style-type: none">• Declaration of Independence• The Constitution• Westward Expansion• Industrialization• Civil War 2. Demonstrate an understanding of selected themes in Maine, United States, and world history (e.g., revolution, technological innovation, migration). 3. Demonstrate an understanding of selected turning points in ancient and medieval world history and the continuing influence of major civilizations of the past. 4. Demonstrate an understanding of selected twentieth century issues and events in United States and in Maine history including "modern" Maine history (1945 to present).

SS Content Standard History B - Historical Knowledge, Concepts, and Patterns

LAA Rubric Level 4

Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for History, Content Standard B Historical Knowledge, Concepts, and Patterns, at LAA Rubric Level 4.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for History, Content Standard B Historical Knowledge, Concepts, and Patterns, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for History, Content Standard B, Historical Knowledge, Concepts, and Patterns, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for History, Content Standard B Historical Knowledge, Concepts, and Patterns, at LAA Rubric Level 4. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p> <p>The LAA contains evidence that the student has met the standards for Historical Knowledge, Concepts, and Patterns at this Rubric Level.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> Demonstrate an understanding of the causes and effects of major events in United States history and their connection to both Maine and world history with emphasis on events after 1877, including, but not limited to: <ul style="list-style-type: none"> Industrialization The Great Depression The Cold War (and its ending) WWI and WWII The Vietnam Era Civil Rights Movement Watergate Demonstrate an understanding of selected major events in ancient and modern world history and their connection to United States history. Demonstrate an understanding of the lives of selected individuals who have had a major influence on history. Demonstrate an understanding of enduring themes in history (e.g., conflict and cooperation, technology and innovation, freedom and justice). Explain how different ways of knowing and believing have influenced human history and culture. Describe how the basic ideas of various schools of philosophy have affected societies (e.g., rationalism, liberalism, idealism, conservatism). Explain the benefits and conflicts resulting from encounters among cultures.

SS Content Standard History C - Historical Inquiry, Analysis, and Interpretation

LAA Rubric Level 3

Learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for History, Content Standard C, Historical Inquiry, Analysis, and Interpretation, at LAA Rubric Level 3.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for History, Content Standard C, Historical Inquiry, Analysis, and Interpretation, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for History, Content Standard C, Historical Inquiry, Analysis, and Interpretation, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for History, Content Standard C, Historical Inquiry, Analysis, and Interpretation, at LAA Rubric Level 3. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p> <p>The LAA contains evidence that the student has met the standards for Historical Inquiry, Analysis, and Interpretation at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Judge the accuracy of historical fiction by comparing the characters and events described with descriptions in multiple primary sources. 2. Explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented by the author or the point of view of the author. 3. Use information from a variety of primary and secondary sources to identify and support a point of view on a controversial historical topic. 4. Identify ethnic and cultural perspectives missing from an historical account and describe these points of view. 5. Formulate historical questions based on examination of primary and secondary sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts.

SS Content Standard History C - Historical Inquiry, Analysis, and Interpretation

LAA Rubric Level 4

Learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for History, Content Standard C, Historical Inquiry, Analysis, and Interpretation, at LAA Rubric Level 4.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for History, Content Standard C, Historical Inquiry, Analysis, and Interpretation, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for History, Content Standard C, Historical Inquiry, Analysis, and Interpretation, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator History, Content Standard C, Historical Inquiry, Analysis, and Interpretation, at LAA Rubric Level 4. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p> <p>The LAA contains evidence that the student has met the standards for Historical Inquiry, Analysis, and Interpretation at this Rubric Level.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> Evaluate and use historical materials to formulate historical hypotheses regarding a specific issue (e.g., space travel), and to make predictions about the future of the issue. Examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations, and to support or reject historical hypotheses. Compare competing historical narratives by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view in order to demonstrate how these factors contribute to different interpretations. Compare and contrast the reliability of information received from multiple sources (e.g., newspapers, radio or TV, biography, historical narrative) to assess an historical issue.

SS Content Standard Geography A - Skills and Tools**LAA Rubric Level 3**

Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Geography, Content Standard A, Skills and Tools, at LAA Rubric Level 3.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Geography, Content Standard A, Skills and Tools, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Geography, Content Standard A, Skills and Tools, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Geography, Content Standard A, Skills and Tools, at LAA Rubric Level 3. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p> <p>The LAA contains evidence that the student has met the standards for Skills and Tools at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Visualize the globe and construct maps of the world and its sub-regions to identify patterns of human settlement, major physical features, and political divisions. 2. Develop maps, globes, charts, models, and databases to analyze geographical patterns on the earth. 3. Understand United States social, political, and economic divisions and the more significant social and political divisions in world geography.

SS Content Standard Geography A - Skills and Tools LAA Rubric Level 4

SS Content Standard Geography A - Skills and Tools LAA Rubric Level 4

Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Geography, Content Standard A, Skills and Tools, at LAA Rubric Level 4.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Geography, Content Standard A, Skills and Tools, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Geography, Content Standard A, Skills and Tools, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Geography, Content Standard A, Skills and Tools, at LAA Rubric Level 4. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p> <p>The LAA contains evidence that the student has met the standards for Skills and Tools at this Rubric Level.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Use mapping to answer complex geographic and environmental problems. 2. Appraise the ways in which maps reflect economic, social, and political policy decision making. 3. Understand how cultural and technological features can link or divide regions.

SS Content Standard Geography B - Human Interaction with Environments

LAA Rubric Level 3

Students will understand and analyze the relationships among people and their physical environment.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Geography, Content Standard B, Human Interaction with Environments, at LAA Rubric Level 3.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Geography, Content Standard B, Human Interaction with Environments, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Geography, Content Standard B, Human Interaction with Environments, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Geography, Content Standard B, Human Interaction with Environments, at LAA Rubric Level 3. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p> <p>The LAA contains evidence that the student has met the standards for Human Interaction with Environments at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> Analyze how technology shapes the physical and human characteristics of places and regions, including Maine. Explain patterns of migration throughout the world. Explain how cultures differ in their use of similar environments and resources. Demonstrate an understanding of how society changes as a consequence of concentrated settlement.

SS Content Standard Geography B - Human Interaction with Environments

LAA Rubric Level 4

Students will understand and analyze the relationships among people and their physical environment.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Geography, Content Standard B, Human Interaction with Environments, at LAA Rubric Level 4.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Geography, Content Standard B, Human Interaction with Environments, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Geography, Content Standard B, Human Interaction with Environments, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Geography, Content Standard B, Human Interaction with Environments, at LAA Rubric Level 4. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p> <p>The LAA contains evidence that the student has met the standards for Human Interaction with Environments at this Rubric Level.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Explain factors which shape places and regions over time (e.g., physical and cultural factors). 2. Analyze the cultural characteristics that make specific regions of the world distinctive. 3. Analyze how technologies contribute to cultural sharing and separation, and identify examples of the spread of cultural traits. 4. Explain how conflict and cooperation among peoples contribute to the division of the earth's surface into distinctive cultural and political regions.

SS Content Standard Economics A - Personal and Consumer Economics**LAA Rubric Level 3**

Understand that economic decisions are based on the availability of resources and the costs and benefits of choices.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Economics A, Personal and Consumer Economics, at LAA Rubric Level 3.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Economics A, Personal and Consumer Economics, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Economics A, Personal and Consumer Economics, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Economics A, Personal and Consumer Economics, at LAA Rubric Level 3. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p> <p>The LAA contains evidence that the student has met the standards for Personal and Consumer Economics at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none">1. Analyze how scarcity affects individuals' decisions about production and consumption of goods and services.2. Identify and analyze the factors that contribute to personal spending and savings decisions.3. Use an example to show how incentives affect economic decisions (e.g., tax deferred savings plans, a fast food restaurant's discount promotion).

SS Content Standard Economics A - Personal and Consumer Economics
LAA Rubric Level 4

Understand that economic decisions are based on the availability of resources and the costs and benefits of choices.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Economics A, Personal and Consumer Economics, at LAA Rubric Level 4.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Economics A, Personal and Consumer Economics, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Economics A, Personal and Consumer Economics, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Economics A, Personal and Consumer Economics, at LAA Rubric Level 4. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p> <p>The LAA contains evidence that the student has met the standards for Personal and Consumer Economics at this Rubric Level.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Conduct a cost benefit analysis of a personal or business decision. 2. Evaluate different forms of savings and investments for short and long term returns (e.g., stocks, bonds, money market funds). 3. Demonstrate an understanding of credit history and the positive and negative impacts that credit can have on an individual's financial life.

SS Content Standard Economics B - Economic Systems of the United States

LAA Rubric Level 3

Students will understand the economic system of the United States, including its principles, development, and institutions.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Economics B, Economic Systems of the United States, at LAA Rubric Level 3.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Economics B, Economic Systems of the United States, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Economics B, Economic Systems of the United States, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Economics B, Economic Systems of the United States, at LAA Rubric Level 3. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p> <p>The LAA contains evidence that the student has met the standards for Economic Systems of the United States at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of economic concepts of supply, demand, price, the role of money, and profit and loss. 2. Analyze how prices act as signals to producers and customers to answer the three basic economic questions: What to produce? how? and for whom? 3. Identify how the fundamental characteristics of the United States economic system (e.g., private property, profits, competition, and price system) influence economic decision making. 4. Explain the impact that major events and technological advancements have had on the Maine economy and predict future economic trends and career opportunities. 5. Describe the roles and contributions of the principal contributors to the economy (e.g., laborers, investors, entrepreneurs, managers).

SS Content Standard Economics B - Economic Systems of the United States

LAA Rubric Level 4

Students will understand the economic system of the United States, including its principles, development, and institutions.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Economics B, Economic Systems of the United States, at LAA Rubric Level 4.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Economics B, Economic Systems of the United States, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Economics B, Economic Systems of the United States, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Economics B, Economic Systems of the United States, at LAA Rubric Level 4. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p> <p>The LAA contains evidence that the student has met the standards for Economic Systems of the United States at this Rubric Level.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Describe the factors (i.e., physical, capital, technology, monetary resources) that impact the development and the distribution of a product. 2. Identify and analyze the role of government in the United States economic system (e.g., taxing, spending, setting interest rates regulatory policy). 3. Explain the positive and the negative impacts of advertising techniques on consumer behavior. 4. Describe the full costs (including externalities) associated with the use of natural and human resources to produce economic goods and services (e.g., solar power versus nuclear power to provide electricity).

SS Content Standard Economics C - Comparative Systems LAA Rubric Level 3

SS Content Standard Economics C - Comparative Systems LAA Rubric Level 3

Students will analyze how different economic systems function and change over time.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Economics C, Comparative Systems, at LAA Rubric Level 3.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Economics C, Comparative Systems, at LAA Rubric Level 3.</p>	<p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Economics C, Comparative Systems, at LAA Rubric Level 3.</p>	<p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Economics C, Comparative Systems, at LAA Rubric Level 3. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Describe the characteristics of traditional, command, market, and mixed economic systems. 2. Compare how different economies meet basic wants and needs over time.
<p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>The LAA contains evidence that the student has met the standards for Comparative Systems at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p>	

SS Content Standard Economics C - Comparative Systems**LAA Rubric Level 4**

Students will analyze how different economic systems function and change over time.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Economics C, Comparative Systems, at LAA Rubric Level 4. The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.	Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Economics C, Comparative Systems, at LAA Rubric Level 4. The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.	Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Economics C, Comparative Systems, at LAA Rubric Level 4. The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.	Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Economics C, Comparative Systems, at LAA Rubric Level 4. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else. The LAA contains evidence that the student has met the standards for Comparative Systems at this Rubric Level.	<i>Students will be able to:</i> 1. Explain the impact of cultural values on economic decisions, using at least two examples. 2. Compare strengths and weaknesses of the market economy with other economic models, using broad societal goals such as freedom, equity, security, employment, stability, and economic growth.

LAA Rubric Level 3

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Economics D, International Trade and Global Interdependence, at LAA Rubric Level 3.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Economics D, International Trade and Global Interdependence, at LAA Rubric Level 3.</p>	<p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Economics D, International Trade and Global Interdependence, at LAA Rubric Level 3.</p>	<p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Economics D, International Trade and Global Interdependence, at LAA Rubric Level 3. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Describe how changes in transportation and communication technologies have affected trade over time. 2. Evaluate how world trade issues can affect a nation's economy and how trade can influence and transform societies. 3. Explain why trade allows specialization and identify specific examples of how nations specialize (e.g., Japan's focus on consumer electronics).
<p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>The LAA contains evidence that the student has met the standards for International Trade and Global Interdependence at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p>	

SS Content Standard Economics D - International Trade and Global Interdependence

LAA Rubric Level 4

Students will understand the patterns and results of international trade.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Economics D, International Trade and Global Interdependence at LAA Rubric Level 4.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Economics D, International Trade and Global Interdependence at LAA Rubric Level 4.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Economics D, International Trade and Global Interdependence at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Economics D, International Trade and Global Interdependence at LAA Rubric Level 4. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p> <p>The LAA contains evidence that the student has met the standards for International Trade and Global Interdependence at this Rubric Level.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> Demonstrate an understanding that a nation has a competitive advantage when it can produce a product at a lower cost than its trading partner. Evaluate the effect on international trade of domestic policies which either encourage or discourage exchange of goods and services (e.g., quotas, tariffs, skilled labor, stable government).

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